CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE
ITEMS FOR DISCUSSION

- Background – What is a Career Development Experience?
- Partner Engagement – Best practices for building & sustaining WBL relationships
- Pitch Activity
- Resources
WHAT IS A CAREER DEVELOPMENT EXPERIENCE?

A supervised work experience relating to an individual’s career area of interest that:

1) Occurs in a workplace or under other authentic working conditions;
2) Is co-developed by an education provider and at least one employer in the relevant field;
3) Provides compensation or educational credit to the participant;
4) Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
5) Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6) Takes place for a minimum of 60 total hours.

Source: Illinois Career Pathways Dictionary
Internship
School-based Enterprise
Supervised Agricultural Experience
Cooperative Education
Remote Work for a Client or Employer
Student-led Enterprise
Youth Apprenticeship

BUT REALLY THOUGH.. WHAT IS IT?
How does this fit into the bigger picture?

Required component of the College and Career Pathway Endorsement framework and in the State’s Every Student Succeeds Act (ESSA) as a College and Career Readiness Indicator

- Individual Plan: Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understandings of career goals, financial aid, resume, and a personal statement.
- Career-focused Instructional Sequence: 2 years of coursework or equivalent competencies. Includes at least 6 hours of early college credit.
- Professional Learning: Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace.
- Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.

Career Ready Indicators:
- Career Development Experience
- Industry Credential
- Military Service or an ASVAB Score of 31 or Higher
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-Curricular Activities
ESSENTIAL COMPONENTS FOR QUALITY
How and what have they learned?

Work 1-1, Provide feedback, both Coach and Supervisor

Support from an Industry Expert

Tasks that Reinforce Competencies

Meaningful, authentic, transferable

Point person to address needs and receive feedback

Participant and Host Support

Assets-and Needs-based Approach

Resources of talent – builds potential

Applicable to pathway and recognized for

Relevant and Rewarding
<table>
<thead>
<tr>
<th>TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork &amp; Conflict Resolution</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
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<tr>
<td><strong>Problem Solving</strong></td>
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<td><strong>Decision Making</strong></td>
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<td><strong>Critical Thinking</strong></td>
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<td><strong>Adaptability &amp; Flexibility</strong></td>
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**ENTREPRENEURIAL COMPETENCIES**

**Principles of Entrepreneurship**
Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

**Innovation & Invention**
Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

**Growth Mindset**
Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.
<table>
<thead>
<tr>
<th>TECHNICAL COMPETENCIES</th>
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**TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR FINANCE & BUSINESS SERVICES**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cash &amp; Capital Principles</td>
<td>Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.</td>
</tr>
<tr>
<td>Technical Applications</td>
<td>Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.</td>
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<tr>
<td>Project Management</td>
<td>Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.</td>
</tr>
<tr>
<td>Principles of Economics &amp; Business</td>
<td>Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>Students can use their understanding of financial statements to assess a business’s financial information.</td>
</tr>
<tr>
<td>Financial Statements</td>
<td>Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.</td>
</tr>
<tr>
<td>Customer Care &amp; Marketing</td>
<td>Students can use their understanding of market demands to meet the needs of a client.</td>
</tr>
<tr>
<td>Business Operations</td>
<td>Students can use their understanding of transaction management to perform business operations.</td>
</tr>
<tr>
<td>Principals of Customer Relationship Management</td>
<td>Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.</td>
</tr>
<tr>
<td>Fundamentals of Sales</td>
<td>Students can use their understanding of personalized service and market demands to secure successful sales interactions.</td>
</tr>
</tbody>
</table>
BUILDING & SUSTAINING WBL RELATIONSHIPS
• Why do you value CDEs for Participants?
• Why should a Partner value CDEs?
• What do you expect from Partners?
• What can Partners expect from you?
- Positive recognition from community
- Develop a diverse and skilled pipeline
- Customized recruitment and training of Participants
- Gain valuable insights and a fresh perspective
- Retention of employees with opportunities for leadership through supervision
- Promote career advancement into their industry
**WHO/HOW TO ENGAGE?**

<table>
<thead>
<tr>
<th>Potential Relationship</th>
<th>Business Relationship</th>
<th>Trusting Relationship</th>
<th>Advocate Relationship</th>
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</thead>
<tbody>
<tr>
<td>Generally aware of your CDE program</td>
<td>Provides CDE opportunities to Participants of your Organization</td>
<td>Consistent CDE host for Participants of your Organization</td>
<td>Actively participates in your CDE program</td>
</tr>
<tr>
<td>Already provides work-based learning opportunities to youth with other organizations</td>
<td>Understand of occasional challenges with Participants</td>
<td>Communicates questions or needs efficiently and often</td>
<td>Provides constructive feedback and invested in your Organization's continuous growth</td>
</tr>
<tr>
<td>Attends similar events and/or has mutual contacts as your organization</td>
<td>Communicates and provides input to your organization as requested</td>
<td>Provides a positive experience for Participants</td>
<td>Speaks on behalf of your program to fellow Hosts</td>
</tr>
</tbody>
</table>
STRATEGIES FOR ENGAGEMENT

- Peer-to-Peer outreach using existing partners to advocate on your behalf
- Representatives from your Organization participating in Partner and civic Organizations
- Engaging Partners in initial activities such as speaking with or hosting a tour for Participants
- Attending events where large numbers of Partners are present (job fairs, conferences, etc.)
- Invite Partners to tour space within your Organization and participate in/observe an activity with Participants
ROLE OF AN INTERMEDIARY

- Employer & Industry Partners
- Postsecondary Partners
- District Partners
- Community Based Organizations
- Government Agencies
SUPPORTS & EXPECTATIONS

- Communicate:
  - Roles & responsibilities
  - Supports provided (Point(s) of contact)
  - Timeline

- Collect:
  - Profile on site logistics and anticipated tasks
  - Contact information for main supervisor

- Assess:
  - Gather feedback from Participants
  - Site visit

Source: CDE Toolkit – Host Outreach & Onboarding Sections
<table>
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<tr>
<th>Supporting</th>
<th>Partnering</th>
<th>Leading</th>
<th>Championing</th>
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</table>
| **Student Career Awareness** | **ONLINE DISCUSSION FORUM** *(2-15 hours)*  
Answer student questions about careers, offer advice, share your experiences and otherwise support students virtually | **RESUME DEVELOPMENT/ MOCK INTERVIEW** *(1-2 hours)*  
Provide feedback to students on their resumes  
Provide students feedback on their responses to interview questions. | **GUEST SPEAKER** *(30 -90 minutes)*  
Answer student questions in person, by videoconference, or in a group about a profession or specific topic | **CAREER FAIR** *(2-4 hours)*  
Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities |
| **Student Career Exploration** | **WORKPLACE SITE VISIT** *(1.5-2 hours)*  
Host a small group of students to tour your workplace and discuss career options, required education, a typical day, and more | **JOB SHADOW** *(4-8 hours)*  
Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job | **MENTOR/COACH** *(15 hours per semester)*  
Offer support, guidance, and motivation to help students explore careers and enter the world of work | **CLINICAL EXPERIENCE** *(4+ hours)*  
Provide an opportunity for students to perform tasks in a supervised, authentic setting. |
| **Student Career Development Experiences** | **SCHOOL-BASED ENTERPRISE** *(15 hours)*  
Help students transition from high school to work or higher education by supporting work experience, typically run on school grounds. | **CO-OP WORK EXPERIENCE** *(45+ hours)*  
Provide Essential Employability skill training, for pay, in a work setting (for students enrolled in a cooperative education course) | **INTERNSHIP** *(60+ hours/6-8 weeks)*  
Provide professional work experience that applies classroom learning and builds skills. | **YOUTH APPRENTICESHIP** *(450+ hours)*  
Provide paid on-the-job training based on state and local youth apprenticeship curriculum guidelines |
| **Teacher Engagement & Supports** | **SERVICE LEARNING** *(2-90 hours)*  
Support students in designing and implementing projects at local businesses, government agencies, and non-profits. | **INDUSTRY ADVISORY ROLE** *(8-15 hours)*  
Collaborate with teachers to integrate authentic industry tasks into curriculum. | **TEACHER PROFESSIONAL DEVELOPMENT** *(15 – 60 hours)*  
Provide job shadowing, training, or similar experiences that will help teachers bring workplace norms, tools and skills into the classroom. | **TEAM-BASED CHALLENGE** *(24+ hours)*  
Work collaboratively with teachers to design a multidisciplinary problem-based learning activity; coach students through feedback on their work/presentation |
COMMUNITY EXAMPLES

Manufacturing Breakfast &
Tour
District 211 and District 214 hosted thirty-five manufacturers for breakfast presentations by advocate employers and a student guided tour of a high school to showcase the advanced equipment and curriculum used to ensure student preparedness.

Career Pathway Sponsorship
As an intermediary for Rockford Public Schools (RPS), Alignment Rockford engages Hosts directly through a Career Pathways Sponsorship to connect RPS needs for work-based learning with opportunities available from Partners in the community.
CERTIFICATE OF EMPLOYABILITY PROGRAM

Sauk Valley Area chamber of commerce
• Structure
  • 6 sessions led by SVACC staff and employers
  • Employers are owners and managers in the local community

• Goals
  • Familiarize students with expectations of the workforce for employment
  • Introduce Essential Employability Competencies

• Benefits
  • Students receive a certificate of employability recognized by local employers
  • Employers meet and gain an understanding of potential future members of their team
- How to get the job
- Work ethic
- Professionalism
- Communication
- Teamwork/Collaboration
- Problem Solving, Critical Thinking, Creativity
PITCH ACTIVITY
### Activities/Services/Supports Provided vs. Benefit and Value to Partner

<table>
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<tr>
<th>Activities/Services/Supports Provided</th>
<th>Benefit and Value to Partner</th>
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<tr>
<td>One-on-one Coaching</td>
<td>Train to meet their needs, supervisor experience for employees</td>
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<tr>
<td>Partner engagement events</td>
<td>Networking and best practice sharing</td>
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</table>

- **Brief description of program**
- **Expectations of Participants & Partners**

- **Snapshot of start date and general time commitment**
- **Where to find more info on program**
RESOURCES

- Career Development Experience Toolkit
  - Profile Template for Hosts
  - CDE Guidebook Template for Hosts
  - Request Email Template
- Recommended Technical and Essential Employability Competencies
- “Reimagining Employer Engagement” – A Toolkit for Providers from Reimagine Retail Chicagoland
- College and Career Pathway Endorsement Framework
- State of Illinois Career Pathways Dictionary
- Postsecondary and Workforce Readiness Site

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         Kris Noble, knoble@saukvalleychamber.com